

Daufuskie Island Elementary

PO Box 54
Daufuskie, SC 29915

Grades	PK-5 Elementary School	
Enrollment	20 Students	
Principal	Gretchen Keefner	843-842-1251
Superintendent	Dr. Phillip J. McDaniel, Interim Superintendent	843-322-2300
Board Chair	Dale Friedman	843-322-2356

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	1	0	0	0

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

YES

This school met 5 out of 5 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Good	Below Average	No
2004	Average	Unsatisfactory	No
2005	Below Average	Unsatisfactory	Yes
2006	Good	Unsatisfactory	Yes

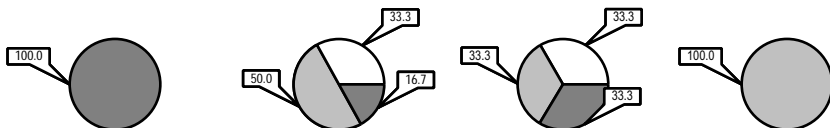
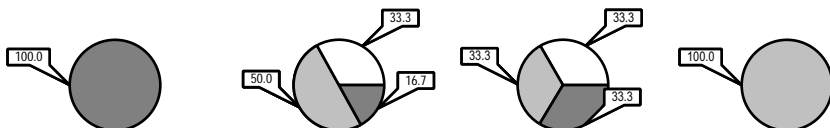
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

100.0%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	6	100.0	I/S	I/S	I/S	I/S	I/S	Yes	Yes
Gender									
Male	2	100.0	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Female	4	100.0	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Racial/Ethnic Group									
White	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African American	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	6	100.0	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Disabled	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	6	100.0	I/S	I/S	I/S	I/S	I/S	N/A	N/A
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	6	100.0	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Socio-Economic Status									
Subsidized meals	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Full-pay meals	4	100.0	I/S	I/S	I/S	I/S	I/S	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	6	100.0	I/S	I/S	I/S	I/S	I/S	Yes	Yes
Gender									
Male	2	100.0	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Female	4	100.0	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Racial/Ethnic Group									
White	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African American	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	6	100.0	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Disabled	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	6	100.0	I/S	I/S	I/S	I/S	I/S	N/A	N/A
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	6	100.0	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Socio-Economic Status									
Subsidized meals	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Full-pay meals	4	100.0	I/S	I/S	I/S	I/S	I/S	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	6	100.0	I/S	I/S	I/S	I/S	I/S
Gender							
Male	2	100.0	I/S	I/S	I/S	I/S	I/S
Female	4	100.0	I/S	I/S	I/S	I/S	I/S
Racial/Ethnic Group							
White	5	100.0	I/S	I/S	I/S	I/S	I/S
African American	1	100.0	I/S	I/S	I/S	I/S	I/S
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	6	100.0	I/S	I/S	I/S	I/S	I/S
Disabled	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	6	100.0	I/S	I/S	I/S	I/S	I/S
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	6	100.0	I/S	I/S	I/S	I/S	I/S
Socio-Economic Status							
Subsidized meals	2	100.0	I/S	I/S	I/S	I/S	I/S
Full-pay meals	4	100.0	I/S	I/S	I/S	I/S	I/S

Social Studies							
All Students	6	100.0	I/S	I/S	I/S	I/S	I/S
Gender							
Male	2	100.0	I/S	I/S	I/S	I/S	I/S
Female	4	100.0	I/S	I/S	I/S	I/S	I/S
Racial/Ethnic Group							
White	5	100.0	I/S	I/S	I/S	I/S	I/S
African American	1	100.0	I/S	I/S	I/S	I/S	I/S
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	6	100.0	I/S	I/S	I/S	I/S	I/S
Disabled	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	6	100.0	I/S	I/S	I/S	I/S	I/S
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	6	100.0	I/S	I/S	I/S	I/S	I/S
Socio-Economic Status							
Subsidized meals	2	100.0	I/S	I/S	I/S	I/S	I/S
Full-pay meals	4	100.0	I/S	I/S	I/S	I/S	I/S

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	3	100.0	I/S	I/S	I/S	I/S	I/S
	4	4	100.0	I/S	I/S	I/S	I/S	I/S
	5	2	100.0	I/S	I/S	I/S	I/S	I/S
	6	2	100.0	I/S	I/S	I/S	I/S	I/S
	7	1	100.0	I/S	I/S	I/S	I/S	I/S
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	3	3	100.0	I/S	I/S	I/S	I/S	I/S
	4	2	100.0	I/S	I/S	I/S	I/S	I/S
	5	1	100.0	I/S	I/S	I/S	I/S	I/S
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	3	100.0	I/S	I/S	I/S	I/S	I/S
	4	4	100.0	I/S	I/S	I/S	I/S	I/S
	5	2	100.0	I/S	I/S	I/S	I/S	I/S
	6	2	100.0	I/S	I/S	I/S	I/S	I/S
	7	1	100.0	I/S	I/S	I/S	I/S	I/S
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	3	3	100.0	I/S	I/S	I/S	I/S	I/S
	4	2	100.0	I/S	I/S	I/S	I/S	I/S
	5	1	100.0	I/S	I/S	I/S	I/S	I/S
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	3	100.0	I/S	I/S	I/S	I/S	I/S
	4	4	100.0	I/S	I/S	I/S	I/S	I/S
	5	2	100.0	I/S	I/S	I/S	I/S	I/S
	6	2	100.0	I/S	I/S	I/S	I/S	I/S
	7	1	100.0	I/S	I/S	I/S	I/S	I/S
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	3	3	100.0	I/S	I/S	I/S	I/S	I/S
	4	2	100.0	I/S	I/S	I/S	I/S	I/S
	5	1	100.0	I/S	I/S	I/S	I/S	I/S
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	3	100.0	I/S	I/S	I/S	I/S	I/S
	4	4	100.0	I/S	I/S	I/S	I/S	I/S
	5	2	100.0	I/S	I/S	I/S	I/S	I/S
	6	2	100.0	I/S	I/S	I/S	I/S	I/S
	7	1	100.0	I/S	I/S	I/S	I/S	I/S
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	3	3	100.0	I/S	I/S	I/S	I/S	I/S
	4	2	100.0	I/S	I/S	I/S	I/S	I/S
	5	1	100.0	I/S	I/S	I/S	I/S	I/S
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 20)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	0.0%	No change	0.0%	2.8%
Attendance rate	96.8%	Up from 95.6%	96.8%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	Down from 8.3%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	Down from 8.3%	0.0%	0.0%
Eligible for gifted and talented	0.0%	No change	0.0%	10.4%
On academic plans	0.0%	N/AV	0.0%	33.6%
On academic probation	0.0%	N/AV	0.0%	1.0%
With disabilities other than speech	0.0%	Down from 4.0%	0.0%	7.5%
Older than usual for grade	0.0%	No change	0.0%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 2)				
Teachers with advanced degrees	50.0%	No change	50.0%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	0.0%	N/A	0.0%	2.4%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	N/A	N/A	N/A	87.3%
Teacher attendance rate	99.5%	Up from 99.4%	99.5%	94.9%
Average teacher salary	I/S	I/S	\$45,679	\$42,485
Prof. development days/teacher	7.0 days	Down from 8.0 days	7.0 days	13.3 days
School				
Principal's years at school	1.0	No change	1.0	4.0
Student-teacher ratio in core subjects	10.0 to 1	Down from 12.0 to 1	10.0 to 1	18.6 to 1
Prime instructional time	95.9%	Up from 94.9%	95.9%	89.7%
Dollars spent per pupil*	\$9,077	Down 4.6%	\$9,077	\$6,557
Percent of expenditures for teacher salaries*	70.1%	Up from 68.1%	70.1%	64.0%
Percent of expenditures for instruction*	71.7%		72.0%	69.1%
Opportunities in the arts	Poor	No change	Poor	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	No	No change	No	Yes
Character development	Good	No change	Good	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	9.6%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	12.3%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	Yes
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Daufuskie Island Elementary School is a small school serving about 20 students in pre-kindergarten through grade five. Two teachers and an assistant meet the needs of these students through a multi-grade instructional structure. A close partnership has been formed with Hilton Head School for the Creative Arts, allowing for nursing, technology, media, budget and administrative support.

Mrs. Sarah Haarlow began her position in December 2005 as lead teacher. She works closely with the Daufuskie Island Elementary principal, Mrs. Gretchen Keefner, who is also principal of Hilton Head School for the Creative Arts. Mrs. Haarlow teaches children in second through fifth grade. Mrs. Brooke Rowe came to Daufuskie Island Elementary School from Ohio in July 2005. She teaches children in pre-kindergarten through first grade.

During the 2005-2006 school year, Daufuskie Island Elementary received new playground equipment. It is in the process of having the library updated with an automated check-out system. The school grounds have been landscaped to provide an inviting learning environment. The school continues to focus on instructional improvement each year.

The SIC/PTO continue to provide support and direction for the school. The School Renewal Plan was rewritten this year based on identified needs. Sending cookies to the servicemen in Iraq and raising funds for a school devastated by Hurricane Katrina were just a few of the service projects coordinated by the PTO. The PTO also coordinated and supported a field trip to the Cultural Festival in Savannah and a guided historical tour of Daufuskie Island.

This unique school setting provides an environment where parent involvement produces a strong sense of community. Though the school is small and remotely situated on this island, resource people from surrounding areas are eager to visit to work with these wonderful children.

Daufuskie Elementary School is fortunate to have the collaboration of a highly qualified, dedicated staff, caring and involved parents, and a community that supports its school. It is this combination that makes the school such a great place for children and their families!

Gretchen Keefner, Principal
 Sarah Haarlow, Lead Teacher
 Maria Martin, SIC/PTO

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	0	6	5
Percent satisfied with learning environment	I/S	I/S	I/S
Percent satisfied with social and physical environment	I/S	I/S	I/S
Percent satisfied with school-home relations	I/S	I/S	I/S

*Only students at the highest elementary school grade level at this school and their parents were included.